



BASIC SKILLS COMPETENCY TEST

Writing 2002 Released Form

DO NOT OPEN THIS BOOKLET
UNTIL YOU ARE TOLD TO DO SO.

U-PASS

Utah Performance Assessment System for Students

GENERAL DIRECTIONS

The Writing subtest of the Utah Basic Skills Competency Test has two sections.

Section 1

Section 1 has multiple-choice questions. Work quickly and carefully and you will have enough time to answer all of the questions. When you reach the end of Section 1 you will be directed to check your answers for Section 1 before going on to Section 2. If you finish all of the questions in a test section early, you may check your work in that test section **only**. Do not look at the questions in any other section.

Read each question carefully. If you do not know the answer to a question, go on to other questions in the same section and return to the unanswered questions later. If you skip a question, make sure that you leave the corresponding answer circle blank on your answer document.

Multiple-choice questions require you to choose the **best** answer from four answer choices. After you choose an answer, fill in the circle for your answer in the space provided on your answer document. Mark only one answer to each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one.

Be sure to follow the directions carefully as you take this test. Some directions will tell you to skim several pages of material and then return to specific pages when the questions require it. If the directions tell you to skim the material, it is not necessary to read every word. Reading every word of the selections you are asked to skim may slow you down. Be sure to skim the selection only when you are asked to skim.

Section 2

Section 2 is a writing prompt. You will be asked to respond to the prompt by writing an essay in the space provided on the answer document. You may not use additional paper to complete your essay.

SECTION 1

Information-Gathering Packet

Imagine that you need to write an article for your school newspaper entitled “What Teenagers Need to Know about Nutrition.”

Six different sources of information about this topic are included in this section of the test. The information sources are listed below.

- “Figuring the Fat in Food”—excerpt from *Life’s Big Instruction Book*
- “How Healthy Is Your Diet?”—article from *Odyssey*, a science magazine
- “Nutritional Needs Through the Years”—excerpt from *The New Wellness Encyclopedia*
- Web search results for “Teenagers and Nutrition”
- “Vitamins and Minerals”—excerpt from *The New Teenage Body Book*
- “Action Plans”—excerpt from *The New Teenage Body Book*

Directions: Read the questions on pages 6 and 7. Then skim these research sources to become familiar with the information contained in them. Remember that these are research sources, so you should not read every word in each source. Once you have skimmed the sources, answer the questions. Use the research sources and your knowledge of information-gathering methods to help you answer the questions. As you work through the questions, go back and read parts of the research sources to find the information you need.

Students read the following passages and then answered the questions on the next two pages. Due to copyright restrictions, these passages have not been reprinted in this document.

“Figuring the Fat in Food” is an excerpt from *Life’s Big Instruction Book* by Carol Orsay Madigan and Ann Elwood, published by Warner Books, Inc. Copyright © 1995 by Carol Orsay Madigan and Ann Elwood. The passage gives instructions how to determine the fat calorie limit as recommended by some experts and how to determine the percentage of fat calories in a food.

“How Healthy Is Your Diet?” is an article by Kathiann M. Kowalski from the science magazine *Odyssey*. Copyright © 2000 by Cobblestone Publishing. The passage gives information about how to read nutrition labels. It also contains nutrition information from the FDA, including the food pyramid.

“Nutritional Needs Through the Years” is from *The New Wellness Encyclopedia* from the editors of the University of California Berkeley Wellness Letter, published by Houghton Mifflin Company. This piece is a table that explains the different nutrition needs for infants, children, adolescents, and adults.

The next passage contained Web search results for the search phrase “Teenagers and Nutrition.”

“Vitamins and Minerals” and “Action Plans” are from *The New Teenage Body Book* by Kathy McCoy and Charles Webbelsman, published by The Putnam Publishing Group. Copyright © 1992 by Kathy McCoy and Charles Wibbelsman. “Vitamins and Minerals” provides nutrition information on various vitamins and minerals. “Action Plans” gives some steps that could be taken by people to identify their eating habits and behaviors and to make a plan for improvement.

Directions: Choose the best answer for each multiple-choice question. Then mark the space for the answer you have chosen on your answer sheet.

1. What source provides the **best** information about the different nutritional needs of adolescents and adults?
 - A. “How Healthy Is Your Diet?”
 - B. “Nutritional Needs Through the Years”
 - C. “Vitamins and Minerals”
 - D. “Action Plans”
2. Which source would supply you with a meaningful quote from an expert that you could include in your newspaper article?
 - A. “Figuring the Fat in Food”
 - B. “How Healthy Is Your Diet?”
 - C. “Nutritional Needs Through the Years”
 - D. “Vitamins and Minerals”
3. Through which organization can a person order the publication titled “The Eating Smart Fat Guide”?
 - A. American Heart Association
 - B. Food and Drug Administration
 - C. Center for Science in the Public Interest
 - D. American Dietetic Association
4. Which research source specifically addresses the importance of eating breakfast?
 - A. “Figuring the Fat in Food”
 - B. “How Healthy Is Your Diet?”
 - C. “Nutritional Needs Through the Years”
 - D. “Action Plans”
5. Which research source can provide information written specifically by teenagers?
 - A. “How Healthy Is Your Diet?”
 - B. “Nutritional Needs Through the Years”
 - C. Web search results for “Teenagers and Nutrition”
 - D. “Vitamins and Minerals”
6. In what way does the chart titled “Nutrition Facts” **most** help the consumer?
 - A. It provides detailed information in an organized way.
 - B. It provides a daily checklist for planning meals.
 - C. It provides details that are interesting but not important.
 - D. It provides recommendations about foods to avoid.

7. Which category of foods would be considered the foundation of the Food Guide Pyramid?

- A. Fats, Oils, and Sweets
- B. Milk, Yogurt, and Cheese
- C. Vegetables and Fruits
- D. Bread, Cereal, and Pasta

8. According to the chart “Nutritional Needs Through the Years,” which age group is the only one that need not limit fat intake?

- A. infants
- B. children
- C. adolescents
- D. adults

This text is in rough-draft form. Read it and then answer the questions that follow about composing, revising, and editing the rough draft.

Climbing Everest

1) In the summer of 1996, many teams of climbers were on the cliffs and ice fields of Mount Everest the tallest mountain in the world. 2) Climbing Everest was a different experience than it had been in 1953 when Sir Edmund Hillary became the first person to reach the top. 3) Before Hillary, only the most accomplished of climbers would brave the dangerous mountain. 4) Many of those who did, died trying.

5) By 1996, because of bottled oxygen and advances in technology and equipment, it became possible to bring many people, including non-climbers, to the top of the world. 6) Jon Krakauer's book, *Into Thin Air*, recounts the experience of those who were on the mountainside during the worst climbing disaster in the history of Everest. 7) On May 10, eight people were killed including Rob Hall, the leader of the team Krakauer had joined to reach the summit.

8) The book is a true adventure story. 9) Krakauer, who wrote the book within a year of his turbulent experience, will bring a sense of immediacy, pain, and vitality to the story. 10) He tells the story of preparation with the background of an experienced climber himself. 11) He explains about the ropes and knots and tents and terminology of the climbers. 12) He tells the stories of the individuals on the mountain. 13) These personalities become heroes and villains as they get caught up in the disaster. 14) He captures the breathtaking, terrifying feats that every climber has to achieve to get within reach of the top. 15) He takes his readers with him over the ladders hanging over hundreds of feet of drop. 16) By the time Krakauer has the reader at the top of the mountain, the reader knows a disaster is coming he could no more stop reading than the climbers could get off the mountain.

17) Krakauer explains how Rob Hall got his team to the top of Everest and how they made fatal decisions to delay the descent. 18) He recounts how the mountain storm caught them off guard how miscommunications left climbers without oxygen for the descent. 19) Person after person lost his life. 20) It's a story that takes it all in, including the reader.

21) One of the reasons Krakauer's version is so believable is that he tells the truth about himself. 22) He doesn't make himself out to be the hero in the crisis. 23) In fact, he made decisions that he is still agonizing about. 24) He wonders why he did not figure out what was going wrong. 25) He is still disturbed about why he did not stop to help climbers who, it turns out, were in trouble. 26) He still dreams about the people who were dying. 27) He does keep in touch with the people who almost died, who was chipped out of the ice and miraculously survived. 28) Maybe the reason the story is so immediate is that it is still a troubling and vivid experience to the author.

Directions: Choose the best answer for each multiple-choice question. Then mark the space for the answer you have chosen on your answer sheet.

Use the sentence below to answer question 9.

In the summer of 1996, many teams of climbers were on the cliffs and ice fields of Mount Everest the tallest mountain in the world.

9. Which correction is needed in the sentence?
- A. Remove *In the summer of 1996*.
 - B. Change *Mount* to *mount*.
 - C. Add a comma after *Everest*.
 - D. Delete *in the world*.
10. In sentence 9, the correct form of the verb *will bring* is
- A. *brings*.
 - B. *brang*.
 - C. *had brought*.
 - D. *will bring*.
11. Which is the **best** way to write sentence 16?
- A. By the time Krakauer has the reader at the top of the mountain, the reader knows a disaster is coming: he could no more stop reading than the climbers could get off the mountain.
 - B. By the time Krakauer has the reader at the top of the mountain, the reader knows a disaster is coming—he could no more stop reading than the climbers could get off the mountain.
 - C. By the time Krakauer has the reader at the top of the mountain, the reader knows a disaster is coming he could no more stop reading than the climbers could get off the mountain.
 - D. By the time Krakauer has the reader at the top of the mountain, the reader knows a disaster is coming. He could no more stop reading than the climbers could get off the mountain.

12. Which is the correct way to write sentence 18?
- A. He recounts how the mountain storm caught them off guard. How miscommunications left climbers without oxygen for the descent.
 - B. He recounts how the mountain storm caught them off guard, and how miscommunications left climbers without oxygen for the descent.
 - C. He recounts how the mountain storm caught them off guard; how miscommunications left climbers without oxygen for the descent.
 - D. He recounts how the mountain storm caught them off guard how miscommunications left climbers without oxygen for the descent.

Use the sentence below to answer question 13.

He does keep in touch with the people who almost died, who was chipped out of the ice and miraculously survived.

13. Which correction is needed in the sentence?
- A. Change *died* to *dies*.
 - B. Change *was* to *were*.
 - C. Change *survived* to *survives*.
 - D. Change *almost* to *all most*.
14. Which title best captures the theme of this text?
- A. Climbing Mount Everest
 - B. The Top of the Mountain
 - C. Krakauer's Life as a Mountain Climber
 - D. Tragedy on Mount Everest

15. Which of the following **best** describes the organization of this text?

- A. summary/description
- B. cause/effect
- C. question/answer
- D. problem/solution

16. Which source would be **most** useful to add information to this text?

- A. an encyclopedia article about mountain climbing
- B. a Web site advertisement for climbing expeditions
- C. a book about the dangers of Mount Everest
- D. a biography of Sir Edmund Hillary

This text is in rough-draft form. Read it and then answer the questions that follow about composing, revising, and editing the rough draft.

The Pony Express

1) When the California Gold Rush began in 1848, miners on the West Coast had no fast communication with the rest of the United States. 2) Ships that sailed around South America took months to bring mail to the gold fields. 3) The first mail to go overland to California arrived in May 1848. 4) Carried by train and stagecoach, mail took a month to cross the continent.

5) A California senator and a Missouri businessman decided California needed faster mail service. 6) They bought 400 horses, and hired a team of eighty riders. 7) They also set up 190 stations that stretched almost 2,000 miles along a route from St. Joseph, Missouri, to Sacramento, California. 8) They called there new mail service the Pony Express.

9) On April 3, 1860 a train from the East brought mail into St. Joseph. 10) At four o'clock that afternoon, the first rider galloped west with it. 11) At the same time, another rider was traveling east from Sacramento with mail. 12) The average speed of the ponies was 8 miles per hour. 13) So the mail traveled about 200 miles a day. 14) A letter from Missouri usually reached California in ten days or less. 15) The fastest run ever was 7 days and 17 hours. 16) At first, mail was delivered only once a week in California. 17) That was upped to two weekly deliveries in June of 1860.

18) Pony Express riders were young and lightweight. 19) Many were teenagers. 20) Each rider rode about 75 miles a day, changing horses five times. 21) They worked in all kinds of weather, day and night. 22) When a rider reached his home station, he handed his mailbag to another rider. 23) In a year and a half of operations, only one mail pouch was lost.

24) The Pony Express was put out of business by new technology—the telegraph. 25) The first telegraph had been set up in the East in 1844. 26) It wasn't until 1860, however, that workers began to string telegraph wires across the West. 27) On October 24, 1861, the transcontinental telegraph was completed, and telegrams could be sent to and from California. 28) Two days later. 29) The Pony Express went out of business.

Directions: Choose the best answer for each multiple-choice question. Then mark the space for the answer you have chosen on your answer sheet.

17. Which is the correct way to write sentence 8?
- A. They called they're new mail service the Pony Express.
 - B. They called there new mail service the Pony Express.
 - C. They called the'yre new mail service the Pony Express.
 - D. They called their new mail service the Pony Express.
18. Which is the correct way to write sentence 9?
- A. On April 3 1860 a train from the East brought mail into St. Joseph.
 - B. On April 3 1860, a train from the East brought mail into St. Joseph.
 - C. On April 3, 1860, a train from the East brought mail into St. Joseph.
 - D. On April 3, 1860 a train from the East brought mail into St. Joseph.
19. How should sentences 28 and 29 be rewritten?
- A. Two days later – the Pony Express went out of business.
 - B. Two days later, the Pony Express went out of business.
 - C. Two days later; the Pony Express went out of business.
 - D. Two days later. The Pony Express went out of business.

20. Which book would be **most** useful as a source of information for this text?

- A. *A History of the California Forty-Niners*
- B. *Folklore of the American West*
- C. *The Old West's First Mail Service*
- D. *The Basics of Horsemanship*

21. The **best** title for this text would be

- A. "The Rise and Fall of the Pony Express."
- B. "The California Gold Rush."
- C. "Mail Delivery to California."
- D. "The Riders of the Pony Express."

22. The **main** purpose of this text is to

- A. inform.
- B. persuade.
- C. raise questions.
- D. make comparisons.

**NO TEST MATERIAL
ON THIS PAGE**

PLEASE GO ON TO THE NEXT PAGE →

This text is in rough-draft form. Read it and then answer the questions that follow about composing, revising, and editing the rough draft.

How Some of Us Didn't Spend Our Summer Vacation

1) Summer reading lists are intended to keep students reading during the long summer break. 2) Many students, however, wait until the last minute to complete their required reading. 3) With the first day of school fast approaching. 4) They rush to the library and look for the shortest books on the list.

5) I happened to be in the library late last August when I saw a student approach a librarian. 6) "What do you have on this list that's short?" the student asked, waving a required reading list. 7) When the librarian suggested some titles, the student looked over at the video section. 8) "You wouldn't have the videos of them, would you?"

9) The librarian had an "I've-seen-this-a-thousand-times look" on her face. 10) So, after the student left, I asked the librarian about her experience with summer reading lists. 11) "The last week of summer is one of our busiest times," she noted with a sigh, "and when it comes to books on a reading list, shorter seems better for many students. 12) Even John Steinbeck's novel *Of Mice and Men*, with just 118 pages, is too long for some students." 13) *Of Mice and Men* is my favorite short novel.

14) As we talked, another student walked up with his reading list. 15) "Summer are supposed to be my time off," he complained. 16) "We shouldn't have to ruin our vacation by reading. 17) Besides, people are supposed to enjoy reading, not be forced to do it."

18) I had to disagree with him. 19) To my mind, the long days of summer have always been the best time for losing myself in a book. 20) What's more, the high school reading list has over 200 titles on it, and students only have to read two of them. 21) The books aren't all nineteenth-century classics either. 22) There is something for everyone, including up-to-date nonfiction, science fiction, and even thrillers. 23) This summer I read William Golding's *Lord of the Flies* and Toni Morrison's *The Bluest Eye*. 24) If it hadn't been for the reading list, I would have missed out on both of these amazing books.

25) So my advice to students is don't procrastinate. 26) Do yourself a favor and go to the library early next summer. 27) Find two books that look right for you. 28) Take them home and enjoy.

Directions: Choose the best answer for each multiple-choice question. Then mark the space for the answer you have chosen on your answer sheet.

23. Which is the **best** way to combine sentences 3 and 4?
- A. The first day of school is fast approaching and they rush to the library and look for the shortest book on the list.
 - B. With the first day of school fast approaching; they rush to the library and look for the shortest book on the list.
 - C. With the first day of school fast approaching, they rush to the library and look for the shortest book on the list.
 - D. With the first day of school fast approaching. They rush to the library and look for the shortest book on the list.
24. How should sentence 6 be punctuated?
- A. “What do you have on this list that’s short,” the student asked, waving a required reading list?
 - B. “What do you have on this list that’s short?” the student asked, waving a required reading list.
 - C. “What do you have on this list that’s short,” the student asked, waving a required reading list.
 - D. “What do you have on this list that’s short”? the student asked, waving a required reading list.
25. Which sentence has a subject/verb agreement error?
- A. Summer reading lists are intended to keep students reading during the long summer break.
 - B. I happened to be in the library late last August when I saw a student approach a librarian.
 - C. “Summer are supposed to be my time off.”
 - D. I had to disagree with him.

26. Which of the following is an example of a sentence fragment?
- A. With the first day of school fast approaching.
 - B. *Of Mice and Men* is my favorite short novel.
 - C. “We shouldn’t have to ruin our vacation by reading.”
 - D. So my advice to students is don’t procrastinate.
27. The author of this text feels that the **main** benefit of summer reading is
- A. improving reading skills.
 - B. preparing for the next school grade.
 - C. providing something for students to do.
 - D. enjoying a good book.
28. Which sentence does **not** support the focus of this text?
- A. They rush to the library and look for the shortest books on the list.
 - B. “What do you have on this list that’s short”? the student asked, waving a required reading list.
 - C. “You wouldn’t have the videos of them, would you?”
 - D. *Of Mice and Men* is my favorite short novel.

29. This text was most likely written for
- A. librarians.
 - B. students.
 - C. principals.
 - D. authors.
30. This text would most likely be found in
- A. the school newspaper.
 - B. the editorial pages of a local newspaper.
 - C. a “how-to” book on reading skills.
 - D. a teacher’s textbook.

This is the end of Section 1 of the Writing subtest. You may go back and check your answers to Section 1 now if you wish. When you have finished with Section 1, turn the page and begin Section 2 of the Writing Subtest.

SECTION 2

Arrange your answer document so that you are looking at the inside front cover where Section 2 begins. Respond to the prompt by writing an essay in the space provided on the answer document.

Writing Prompt

Read the following writing prompt:

Research shows that students who do homework each school night generally do better in school. Therefore, the teachers at your school have decided to require one hour of homework each night for each student.

Your task is to write an essay to the teachers in which you take a clear position on the question of required homework. Your essay should include at least three reasons that support or defend your choice. Your essay should be organized and well developed.

Directions

1. Decide what you think about the topic. What is your opinion? Consider the opposite opinion.
2. Think of reasons to support your opinion.
3. Direct your response to the specific audience stated in the prompt.
4. Plan how you will organize your response.
5. Use the back of your Writing subtest booklet for your notes, if needed.

After you have planned your response, begin to write. Proofread your finished paper to check for complete sentences, correct punctuation, and spelling.

The **WRITER'S CHECKLIST** below may help you plan, write, and revise your response.

Ideas and Organization

- ☐ Focus on your audience and purpose for writing.
- ☐ Develop a clear opinion about the topic.
- ☐ Support your opinion with ideas, explanations, and examples.
- ☐ Present your ideas in the order that best supports your opinion.

Sentence Fluency

- ☐ Use sentences that vary in structure and length.
- ☐ Make your sentences flow smoothly.

Voice and Word Choice

- ☐ Use language that sounds natural.
- ☐ Use specific and accurate words.
- ☐ Write to your audience.

Conventions

- ☐ Capitalize, spell, and punctuate correctly.
- ☐ Make sure others can read your handwriting.

Acknowledgments

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“Climbing Everest” (p. 8), “The Pony Express” (p. 12), and “How Some of Us Didn’t Spend Our Summer Vacation” (p. 16).
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